

**2006-2007
PROGRAM IMPROVEMENT INSTRUMENT**

Western Region

Program

School District/Multi-District

Required Signatures:

We have reviewed this instrument and are in agreement with the basic plans as described.

School Superintendent Date
Multi-District Director

Principal Date

OCTE Teacher Date

OCTE Program Specialist Date

Advisory Committee Member Title/Occupation Date

Advisory Committee Member Title/Occupation Date

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Secondary Career and Technical Program Improvement Process

Introduction

The Program Improvement Process (PIP) is South Dakota's model for all career and technical education programs. This model identifies criteria found in quality programs. Specific indicators suggest ways that a career and technical education program can meet the criteria expected in quality programs.

The instrument is designed to help programs identify plans to meet the criteria and improve program quality. An "Action Plan" sets time lines, identifies the person(s) responsible for completing activities and determines the need for technical assistance. This assistance may include other local teachers, administrators, community resources, and/or state staff.

The Program Improvement instrument is designed to help establish "where programs are now, where they want to be, and how they are going to get there."

South Dakota's accountability for Perkins is met through Perkins core indicators of performance (standards and measures). The standards and measures data is a key element to evaluate and improve the program.

If the state fails to meet 90% of the adjusted level of performance for any core indicator, the state must develop an improvement plan. If after two consecutive years the state fails to meet the 90% on any core indicator, the Secretary of US Office of Education may withhold all or a portion of a state's allocation from state administration (5%) and state leadership (10%). The Secretary must use such withheld funds to assist in the development of an improvement plan or other improvement activities.

If a local district fails to meet the adjusted levels of performance for two consecutive years, the state may withhold all or part of the local's allocation. The state must use such withheld funds to provide "alternative arrangements" services and activities to students within the area served by the local district.

Regional Meeting – Program Improvement Process Dates and Locations

Western Region	Kadoka Elementary School	Thursday, September 21 st	5:00-8:00 pm
	Western Dakota Tech.	Monday, September 25 th	5:00-8:00 pm
	Isabel Elementary School	Tuesday, September 26 th	5:00-8:00 pm

Western Region programs are required to complete the following:

1. Host a meeting with their local program advisory committee.
2. Develop a list of measurable goals (minimum of 3 goals).
3. Complete a strategic plan with steps to accomplish each goal.
4. Submit a completed secondary PIP instrument of evaluation along with a copy of the strategic plan and list of goals.

All OCTE teachers from schools with approved programs or programs seeking approval **are required** to attend one of the regional meetings.

Program instructors or administrators may request an on-site evaluation of their program with the Office of Career and Technical Education (OCTE). Instructions for this process are explained in the following pages.

All secondary programs seeking federal funds for the upcoming year will be required to complete the requirements set forth for their region.

Process for On-site Reviews

The following steps describe the process for programs preparing for an on-site review:

1. Teacher(s) identifies the on-site review team and submits names to state office three weeks prior to the on-site review. Use the review team form on page 14.
2. Teacher(s) complete the Program Improvement Instrument, pages 5-10.
3. Using completed instrument, teacher(s) develops 3-5 program goals to be completed in the next four years; form on page 10.
4. Teacher(s) sends original completed instrument and program goals to the state office three weeks prior to on-site visit.
5. Teacher(s) sends copy of completed instrument and program goals to review committee two weeks prior to on-site visit.

Instructions for On-site visit

1. State staff will contact program instructor to set up a on-site PIP review.
2. State staff facilitates discussion of Program Improvement Instrument.
3. Review team develops Action Plan for program to complete over the next four years; see page 11; sample on page 12.
4. Teacher completes a draft of the Action Plan and submits a copy to the state office within one month of the on-site visit.
5. State office reviews draft plan and approves/recommends revisions within one month of submission.
6. Teacher sends completed Action Plan to review team members within one month of receiving final approval.

Supplemental Materials for Continuing Programs

The appendix includes a Recommended On-Site Review Team, the On-Site Review Team Form, a Sample Action Plan, the Action Plan Form, and a list of definitions.

A. Program Accountability (Data can be collected from Perkins Portal <http://vistrionix.state.sd.us/OCTEDataCollection/>)

Standard/Measures (Core Indicators of Performance)	Negotiated Level of Performance 2004-2005	Actual Level of Performance	Negotiated Level of Performance 2005-2006	Actual Level of Performance	Did the program meet the measure? Yes/no	Plan/Strategies for Meeting Measure	Person(s) Responsible	Timeline	Met Following Year (Yes/No)	OCTE Program Specialist – Technical Assistance Needed
Perkins Measure 1.1 Academic Attainment: Completers who have attained a 50% or higher on their 11 th grade SAT.	64.49		63.70							
Perkins Measure 2.1 Technical Skills Attainment: Concentrators and Completers who have demonstrated at least 70% of the technical skill.	93.40		93.56							
Perkins Measure 3.1 Completer Status: Number of Completers compared to number of Seniors enrolled.	76.30		74.00							
Perkins Measure 4.1 Placement Status: Completers who will be placed into additional training or education, military, or employment.	91.88		94.47							
Perkins Measure 5.1 Non-trad. Enrollment: Non-traditional participants enrolled in the program.	10.50		8.27							
Perkins Measure 5.2 Non-trad. Completers: Non-traditional completers in the program	7.05		7.94							

_____ The program teacher uses the Perkins Standards and Measures and additional data for
 Yes No program evaluation, planning, and improvement.

B. Curriculum, Instruction, and Planning (Use course syllabi as a reference to gather data)

Course Title & Cluster &/or Pathway	Date Last Revised	✓ if included Technical Standards	✓ if included Academic Standards	✓ if included Employability Skills	List projects incorporated in the course.	List methods used to evaluate students achievement.	Work based Learning Job Shadow, Internship &/or Senior Projects	Articulation Agreement established Or Dual Credit	✓ if National Certification is Available
Course: Cluster or Pathway:									
Course: Cluster or Pathway:									
Course: Cluster or Pathway:									
Course: Cluster or Pathway:									
Course: Cluster or Pathway:									
Course: Cluster or Pathway:									
Course: Cluster or Pathway:									
What are your long range curriculum plans?									

C. Professional Development

Professional Development Activities in the Last 4 years

_____	Understanding by Design	_____	Writing to Win/ 6 Plus 1 / Step up to Writing
_____	Senior Projects Training	_____	Instructional Strategies
_____	Internship Training	_____	Teachers as Advisors
_____	Classroom Assessment Training	_____	Career Cluster-Pathways (Specific)
_____	Others: _____		

Future plans for Professional Development Activities

_____	Understanding by Design	_____	Writing to Win/ 6 Plus 1 / Step up to Writing
_____	Senior Projects Training	_____	Instructional Strategies
_____	Internship Training	_____	Teachers as Advisors
_____	Classroom Assessment Training	_____	Career Cluster-Pathways (Specific)
_____	Others: _____		

Public Relations Activities

_____	News Articles
_____	Radio Announcements/Interviews
_____	Public Displays
_____	Community Involvement
_____	School Board Presentations
_____	Others: _____

D. Perkins Funds

Category	2006-2007		2005-2006	
	Perkins	Local	Perkins	Local
Contracted Salaries				
Supplemental				
Travel				
Instructional				
Equipment				

_____ Yes _____ No The program requests Perkins funds to address program standards and measures (accountability) not met and has a specific plan for meeting standards and measures.

E. Advisory Committee

Advisory Team Members & Their Representation	Name: _____ Organization _____ Name: _____ Organization _____ Name: _____ Organization _____ Name: _____ Organization _____ Name: _____ Organization _____ Name: _____ Organization _____
Dates met in the last three years. (minimum of 2 times a year)	
Main Agenda Items Covered Copies of minutes need to be kept on file and available.	
Recommendations/Comments from Advisory Team	

F. Career and Technical Student Organization (CTSO)

	2006-2007	2005-2006	2004-2005
% of students enrolled in program are a member of CTSO	____ CTSO members ____ students enrolled in program ____ %	____ CTSO members ____ students enrolled in program ____ %	____ CTSO members ____ students enrolled in program ____ %
Members participate in local, state, or national activities	____ Local ____ State ____ National	____ Local ____ State ____ National	____ Local ____ State ____ National
List integrated activities			
List opportunities for members to develop leadership skills			

G. Facilities, Equipment, & Safety

	Yes	No	Improvement Needed
The teacher evaluates and retains records of students' safety knowledge.			
Safety equipment is readily available.			
The facility is maintained in an orderly, safe, and clean condition.			
Equipment is in good working condition.			
Is a separate Perkins inventory list kept in the classroom and district office?			
Is Perkins equipment accessible to the program at all times?			
Are Perkins funds for equipment used for program improvement, not maintenance?			

H. Support Services

	Yes	No	Improvement Needed
Program teacher is involved in the developing of IEPs for program students			
Program publications are free of gender-biased, stereotyping pictures and language.			
Program publications present a broad range of career opportunities to all students regardless of race, color, national origin, disability, or gender.			
All students, regardless of race, color, national origin, disability, or gender are represented in program publications.			

Student Enrollment	Gender	Minority	Disability	Limited English Proficiency
% of student enrolled in School	___ M ___ F ___ %	___ Total ___ %	___ Total ___ %	___ Total ___ %
% of students enrolled in Program	___ M ___ F ___ %	___ Total ___ %	___ Total ___ %	___ Total ___ %

I. Administration

	Yes	No	Improvement Needed
Administrators and program teacher consult on budgetary needs.			
The program is supported by a budget that considers program needs and number of students.			
A policy for equipment and instructional materials purchase and replacement is in place.			
Local funds are used to maintain, purchase, and/or upgrade program equipment and instructional materials.			

Program Improvement Process Program Goals

Goal #1. **Based on** _____ **Category**

Goal #2. **Based on** _____ **Category**

Goal #3. **Based on** _____ **Category**

Goal #4. **Based on** _____ **Category**

OCTE reserves the right to reject or accept the action plan and goals if they fail to meet state office standards.

Program Improvement Process Action Plan

School :
Program:
Teacher:

Goal: Category:	Person Responsible	Time Line	Need Assist.
Activity 1			
Activity 2			
Activity 3			
Activity 4			
Activity 5			

☐ Approved

☐ Improvement Needed

OCTE Program Specialist

Date

OCTE reserves the right to reject or accept the action plan and goals if they fail to meet state office standards.

Program Improvement Process Action Plan

School :
Program:
Teacher:

Goal: 95% of the students will attain a 75% or above on their technical skills.		Person Responsible	Time Line	Need Assist.
Category: Accountability				
Activity 1 Develop and implement a mentoring system to increase student achievement.		Teacher Faculty	Oct. 2006	No
Activity 2 Implement a "re-do" policy until a student achieves a satisfactory grade.		Teacher	Sept. 2006	No
Activity 3 Incorporate Writing to Win strategies.		Teacher	Jan 2007	Yes
Activity 4 Work with the ESA's to receive and implement new instructional strategies and curriculum development.		Teacher School ESA	2006-2008	Yes
Activity 5				

☐ Approved

☐ Improvement Needed

OCTE Program Specialist

Date

OCTE reserves the right to reject or accept the action plan and goals if they fail to meet state office standards.

Recommended On-Site Review Team

The local administration and/or program teacher(s) will recommend five individuals for the on-site visit.

Suggested team members that could serve on the review team:

1. Occupational Area
 - a. Program Advisory Committee member
 - b. Business/industry representatives in instructional area
 - c. Potential employer
 - d. Past program student
2. Educators
 - a. Teacher of a similar program
 - b. Academic content teacher
 - c. Local school counselor
 - d. Administrator
 - e. Teacher educator
3. Other Community Representatives
 - a. South Dakota Job Service representative
 - b. South Dakota Workforce Development Council member

Submit recommended On-Site Review Team members on the following form (page 13). Please include name and title, organization representing, address, and appropriate telephone numbers. This form should be mailed to the state office **three weeks** prior to the on-site review team visit.

Potential team members should be contacted before form is submitted to the State Office.

Program Recommended On-Site Review Team

Please complete all information on this form.

School District/ Multi-District	Program Name	Teacher(s) Name	Phone Number/E-mail Best Contact Time

We recommend the following individuals to serve on the On-Site Planning Team:

Name/Title/Company	Complete Mailing Address & E-Mail	Telephone

Return to State Office three weeks prior to the On-Site visit.

DEFINITION OF TERMS

Academic Standard - A statement of expectation for demonstrated knowledge or performance in the academic disciplines from which one or more benchmarks are developed.

Articulation Agreement - Secondary and postsecondary vocational technical programs secure agreements with postsecondary technical institutes, colleges, universities, other training facilities for advance placement and/or credit for competencies mastered in the secondary and/or postsecondary programs by program students.

Authentic Assessment - Collection of assessment data in the context of student performance of actual occupational, academic, or life tasks.

Basic Academic Skills - Skills in reading, writing, mathematics, speaking, listening and problem-solving which are necessary for individuals to succeed in technical training programs.

Career Clusters/Pathways - A grouping of occupations and industries that are generally viewed as having a common set of foundation knowledge, skills, and attitudes related in practice.

Coherent Sequence of Courses - A series of courses in which technical and academic education are integrated and which directly relate to, and lead to, both academic and occupational competencies.

Completer - A 12th grade student who earned two Carnegie units of credit or more in a program and will be graduating. 12th graders graduating who have earned at least two Carnegie units in a program in a prior year are considered “completers,” even if they are not enrolled in the program in the present year.

Concentrator – A 11th grade student who has earned two Carnegie units of credit or more in a program.

Crosswalk Project - An exercise that offers academic and technical teachers an opportunity to work jointly to increase the academic rigor in technical programs, as well as increase application and relevance in academic programs.

Curriculum - An organized framework of teaching/learning activities, experiences, assessment, design, and in some cases, materials, which leads to achievement of a specified set of Integrated Curriculum Standards.

Disability – To the extent the data is available, schools reporting an enrollment of students with disabilities with is disproportionate to the total percentage of students with disabilities.

Employability Skills - Skills relating to choosing a career, getting and keeping a job, making job and career changes and career advancement.

Equal Access - Providing the same opportunity for quality education to include all areas of special populations including provisions for recruitment/enrollment in all programs and placement of these individuals (persons with disabilities, academically or economically disadvantaged, potential dropouts, limited English proficiency or non-traditional students).

Gender Bias - Behavior resulting from the assumption that one sex is superior to the other. Attributing behaviors, abilities, interest, values and roles to a person or group of persons on the basis of their sex.

Gender Disparity – To the extent the data is available, schools reporting a gender enrollment in CTE programs which is disproportionate to the total percentage of students based on gender.

Integrated Learning – Student exposure to learning experiences that involve collective use of knowledge, skills, and attitudes in workforce and academic areas.

Internship – A opportunity for high school students gain valuable on the job work experience with local businesses or community service organizations.

Limited English Proficiency – When comparing the total number of students, 9-12, classified as limited English proficient in the career technical program to the total number of students enrolled in career technical programs, schools with a disproportionate percentage of LEF students.

Minority Student Enrollment – To the extent the data is available, schools reporting a minority enrollment in CTE which is disproportionate to the total percentage of students based on minority.

PDP - Professional Development Plan is a process used to assist those teachers who do not hold an original SD teaching certificate. The plan outlines those steps and timelines that will be utilized to gain the original SD teaching certificate.

Portfolio - A system of career planning and documentation.

Program - A coherent sequence of instruction that is based upon a validated set of competencies.

Rubric - An established and written-down set of criteria for scoring or rating students' performance on tests, portfolios, writing samples, or other performance tasks. A scoring tool designed to assist in the process of clarifying and communicating expectations for students. Rubrics are grading grids containing specific information about what is expected of students for every performance standard.

SCANS - Secretary's Commission on Acquiring Necessary Skills. Knowledge and skills (including higher-order thinking skills and attitudes of workers) identified in a national survey of employers as fundamentally important in all job settings. These skills center around students' ability to use resources, information, interpersonal, systems, and technology skills. It is important to identify where these skills are integrated into the curriculum and CTSO activities. These skills are sometimes called "transferable work skills," the general work skills used in most work settings.

S.D. Career Development Guidelines - A structure for a comprehensive career guidance and counseling system.

Senior Projects - A high school capstone experience that requires students to demonstrate not only what they know, but what they can do.

Skill Standard - A statement of expectation, including benchmarks, for demonstrated knowledge or performance of tasks required for a worker to perform satisfactorily in a given occupation or job.

Special Needs - A sub-system of the local educational system responsible for the joint provision of specialized or adapted programs and services (or for assisting others to provide such services) for persons with disabilities, disadvantaged or exceptional children and youths.

Special Populations - Those individuals identified within any one of the following groups: economically disadvantaged; academically disadvantaged; limited English proficiency; persons with disabilities as defined in the Americans With Disabilities Act; males in traditionally female occupations; females in traditionally male occupations; single parents, including single pregnant women; displaced homemakers.

Supplementary Services - Curriculum modification, equipment modification, classroom modification, supportive personnel and instructional aids and devices.

Transferable Work Skills - Those general work skills that are used in all work settings. These skills may include application/interviewing process, job retention, teamwork, problem-solving, decision-making, time management, and keyboarding.